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ABSTRACT

American women have always been an integral part of the work force, first on the family farm and later as industrial laborers. In World War II, millions of women went to work only to be sent back home when the men returned. Today, women are in a very different situation. Between 1985 and 2000, 80% of new entrants into the work force are expected to be women, African Americans, Hispanics, and other minorities. Sixty-one percent of working-age women, more than 60% of them mothers, will be in the permanent work force by the year 2000, when 47% of the entire labor force will be female. Women are in the work force to stay, yet, despite improved conditions, women earn only 66-74 cents for every dollar earned by men. The most prevalent occupations are still the traditional ones: secretary, school teacher, semi-skilled machine operator, manager/administrator, sales worker, and bookkeeper/accountant. Twenty million new jobs will be created by the year 2000, most requiring some post-secondary education but the present economic recession has led to severe cuts in spending on education, most seriously affecting educational opportunities for women and minorities. The American Association of Women in Community and Junior Colleges (AAWCJC) is the only organization in the United States dedicated to promoting excellence and equity for women students and workers in community colleges. AAWCJC members serve as advocates for a coherent public policy that promotes the effective participation of women in the new work force. The current recession is only temporary. With wise public policies, creative educational ventures, and a belief in the essential worth of each human being as a worker and a citizen, it will be possible to build a competitive, world-class labor force. (JSP)

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THE NEW WORKFORCE: NOT JUST ROSIE THE RIVETER

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THE NEW WORKFORCE: NOT JUST ROSIE THE RIVETER

I DON'T KNOW HOW MANY OF YOU ARE FAMILIAR WITH ROSIE THE RIVETER, THE LADY NAMED IN THE TITLE OF MY TALK. LET ME TELL YOU HOW I FIRST MET HER. WHEN I WAS GROWING UP, I USED TO TRAVEL TO IOWA EACH SUMMER TO VISIT MY MATERNAL GRANDPARENTS. MY IOWA GRANDMOTHER WAS THE CLASSIC PACKRAT, WITH A TREASURE TROVE ATTIC THAT SHE WOULD LET ME EXPLORE WHILE EVERYONE ELSE WAS NAPPING IN THE AFTERNOON. IN THAT ATTIC I FOUND, AMONG OTHER WONDERS, STACKS OF OLD MAGAZINES FROM THE EARLY 1940'S WHEN MY MOTHER AND HER SISTERS WERE IN THEIR TEENS AND WORLD WAR II DOMINATED EVERY ASPECT OF AMERICAN SOCIETY.

ROSIE THE RIVETER WAS PICTURED FROM TIME TO TIME IN THOSE MAGAZINES. SHE WAS TALL AND GOOD LOOKING, HAD INCREDIBLY LONG LEGS, DRESSED IN SPOTLESS COVERALLS, WORE HER HAIR LONG AND CONTAINED IN A TURBAN, CARRIED AN IMPRESSIVE TOOL BOX. SHE WAS CONFIDENT, STRONG, FILLED WITH PATRIOTIC FERVOR, ABLE TO BUILD ENGINES AND REPAIR MACHINES, TO GIVE HER ALL TO THE WAR EFFORT WITHOUT LOSING HER FEMININITY. SHE WAS VERY DIFFERENT FROM THE IMAGE OF THE WOMAN WORKER PRIOR TO 1940.

AMERICAN WOMEN HAD ALWAYS BEEN A PART OF THE WORKFORCE, FIRST AS PART OF FARM FAMILIES AND THEN AS LABORERS IN FACTORIES ONCE THE INDUSTRIAL REVOLUTION OCCURRED. IN THE EARLY PART OF THIS CENTURY, IMMIGRANT WOMEN IN PARTICULAR ENTERED THE FACTORIES IN GREAT NUMBERS TO SUPPORT THEIR FAMILIES AND HELP BRING OTHER RELATIVES TO AMERICA. HOWEVER, WOMEN FACTORY WORKERS WERE GENERALLY YOUNG SINGLE WOMEN WHO LEFT THE LABOR FORCE ONCE THEY MARRIED. MARRIED

WOMEN WHO WORKED WERE CONSIDERED LOW CLASS, HARD AND GRASPING. DURING THE GREAT DEPRESSION, WOMEN WERE EVEN DISCOURAGED FROM WORKING BECAUSE THEY MIGHT BE TAKING JOBS AWAY FROM MEN.

THE SECOND WORLD WAR CHANGED ALL THAT. WITH THE MEN AWAY FIGHTING, WOMEN WERE NEEDED TO MANUFACTURE WAR MATERIEL AND PRODUCE THE GOODS AMERICAN SOCIETY NEEDED. SUDDENLY, IT WAS GOOD FOR WOMEN TO WORK, REGARDLESS OF THEIR MARITAL STATUS. BETWEEN 1942-46, SOME SIX MILLION WOMEN JOINED THE WORKFORCE--AND RECEIVED HIGHER WAGES THAN EVER BEFORE BECAUSE OF THE LABOR SHORTAGE AND THE EFFORTS OF UNIONS TO ENSURE COMPARABLE PAY FOR ALL WORKERS REGARDLESS OF GENDER. IT WAS AN EXCITING TIME FOR WOMEN--WORK OUTSIDE THE HOME WAS NOT ONLY PERMITTED, IT WAS ENCOURAGED. THEY SERVED IN THE MILITARY ALONGSIDE THE MEN, THEY FINALLY WON PREGNANCY BENEFITS FROM EMPLOYERS, THEY MADE DECISIONS IN FAMILY AND CIVIC LIFE. HENCE, THE PICTURE OF OUR ROSIE--STRONG, BEAUTIFUL AND CAPABLE. THIS IMAGE WAS REFLECTED IN COMIC STRIPS SUCH AS TILLIE THE TOILER AND WINNIE WINKLE, AND IN THE MOVIES WHEN ACTRESSES SUCH AS CLAUDETTE COLBERT AND ANN SOUTHERN PORTRAYED WELDERS IN FACTORIES. POPULAR WOMEN'S MAGAZINES OFFERED ADVICE ON HOW TO LOOK ATTRACTIVE WHILE ON THE JOB AND HOW TO MANAGE HOME AND JOB (SOUNDS KIND OF FAMILIAR, DOESN'T IT?).

HOWEVER, ALL WAS NOT ROSY, SO TO SPEAK. IT WAS GENERALLY UNDERSTOOD THAT WOMEN WERE REALLY ONLY WORKING FOR THEIR FAMILIES IN THE ABSENCE OF MALE BREADWINNERS, THAT IT WAS "ONLY FOR THE DURATION," AND THAT FEMININITY WAS STILL PARAMOUNT. AND AS SOON AS "JOHNNIE CAME MARCHING HOME" ALL OF SOCIETY'S SIGNALS TOLD WOMEN TO LEAVE THE WORKPLACE AND RESUME THEIR NORMAL LIFE OF DEDICATION TO

HOME AND FAMILY.

IN FACT, WOMEN THEMSELVES COOPERATED IN THE POST-WAR PRESSURE TO GET WOMEN TO LEAVE THE WORKFORCE. THEY HAD SAVED LOTS OF MONEY DURING THE WAR YEARS WHEN THERE WAS LITTLE TO SPEND IT ON, AND NOW THEY WERE READY TO BUY HOMES AND HAVE BABIES WITH THEIR HERO SPOUSES. BESIDES, ONCE AGAIN THE MEN NEEDED THE JOBS WOMEN HAD HELD DURING THE WAR AND IT WAS SEEN AS UNPATRIOTIC TO KEEP A POSITION A RETURNING SOLDIER MIGHT NEED. EVEN THE NEW TECHNOLOGY OF TELEVISION HELPED PUT WOMEN BACK IN THEIR RIGHTFUL PLACE ONCE MORE, WITH IMAGES SUCH AS BETTY ANDERSON OF FATHER KNOWS BEST, HARRIET NELSON OF OZZIE AND HARRIET, DONNA REED (BETTER KNOWN AS DONNA STONE) AND JUNE CLEAVER OF LEAVE IT TO BEAVER.

SO AFTER THE WAR, ROSIE THE RIVETER WENT OFF TO PURSUE THE AMERICAN DREAM WITH HER SOLDIER. SHE HUNG UP HER COVERALLS AND GAVE UP HER JOB, PUT ON A SHIRTDRESS AND APRON, BAKED CHOCOLATE CHIP COOKIES AND BECAME A LOYAL HELPMATE TO HER HUSBAND. WORKING OUTSIDE THE HOME HAD BEEN MERELY AN INTERLUDE. IT WAS QUITE A FEW YEARS BEFORE ANYONE DISCOVERED THAT ROSIE WASN'T ALL THAT HAPPY, THAT SHE SUFFERED FROM WHAT BETTY FRIEDAN FINALLY DEFINED AS THE "FEMININE MYSTIQUE."

IN CONTRAST TO ROSIE THE RIVETER, TODAY'S WOMAN EMPLOYEE IS NOT JUST A SUBSTITUTE OR TEMPORARY WORKER. SHE IS NOT IN THE WORKFORCE FOR AN INTERLUDE; SHE WILL MOST LIKELY SPEND THE GREATER PART OF HER ADULT LIFE AT WORK OUTSIDE THE HOME. THE HUDSON INSTITUTE'S 1987 WORKFORCE 2000 REPORT PROJECTED THAT 80% OF THE NEW ENTRANTS BETWEEN 1985 AND 2000 WILL BE WOMEN, AFRICAN AMERICANS, HISPANICS AND OTHER MINORITIES. 61% OF WORKING AGE

WOMEN AND MORE THAN 60% OF AMERICAN MOTHERS, INCLUDING THOSE WITH PRE-SCHOOL CHILDREN, WILL BE IN THE WORKFORCE BY THE YEAR 2000. IN FACT, ABOUT 47% OF THE TOTAL WORKFORCE WILL BE FEMALE BY THE END OF THIS DECADE.

IN THE 1950'S, THE AMERICAN DREAM CENTERED ON FAMILIES WITH ONE PAYCHECK--THE HUSBAND'S--A NON-WORKING WIFE AND THREE KIDS. IN THE 1990'S, THAT DREAM HAD CHANGED TO THE REALITY OF FAMILIES WITH TWO PAYCHECKS AND ONE OR TWO KIDS. TODAY, MORE THAN HALF OF AMERICAN CHILDREN IN TWO-PARENT FAMILIES HAVE BOTH FATHER AND MOTHER WORKING. 16% OF ALL FAMILIES HAVE SINGLE HEADS OF HOUSEHOLD--GENERALLY FEMALES WHO ARE WORKING. AND ONLY 10% OF ALL FAMILIES HAVE A FULL-TIME HOMEMAKER MOTHER AND A FATHER WORKING OUTSIDE THE HOME. NOR DO THE WOMEN OF THE 90'S EXPECT TO LEAVE THE WORKFORCE UNTIL THEY RETIRE. THAT IS THE <u>REAL</u> DIFFERENCE: THIS TIME WOMEN ARE IN THE WORKFORCE TO STAY.

AGAIN, POPULAR CULTURE PAINTS A CLEAR PICTURE: WOMEN'S MAGAZINES CONCENTRATE ON CLOTHES FOR THE WORKPLACE, MEALS THAT CAN BE PREPARED IN LESS THAN A HALF HOUR, HOW TO FIND AND KEEP A JOB, HOW TO SUPERVISE AND MOTIVATE WORKERS, HOW TO INVEST ONE'S MONEY. TV PRESENTS HEROINES LIKE MURPHY BROWN, WHO EVEN CONTEMPLATES SINGLE MOTHERHOOD. THE MOVIES ARE POPULATED WITH STRONG, INDEPENDENT WOMEN WHO LIVE IN THE WORLD ON THEIR OWN TERMS.

THIS LARGE AND PERMANENT INFLUX OF WOMEN INTO THE WORKFORCE HAS CAUSED SOME DRAMATIC CHANGES. WE HAVE, IN FACT, COME A LONG WAY, BABY. ALTHOUGH WOMEN CONTINUE TO BE CONCENTRATED IN "TRADITIONAL" JOBS, IT IS NO LONGER AN ANOMALY TO SEE WOMEN CEOS, MANAGERS, POLICE OFFICERS, BUS DRIVERS, ENGINEERS, PHYSICIANS AND

LAWYERS. WORK SCHEDULES HAVE BECOME MORE FLEXIBLE--SO THAT BOTH WOMEN AND MEN CAN MEET FAMILY RESPONSIBILITIES. PATERNITY LEAVE IS GRANTED ALONG WITH MATERNITY LEAVE IN RECOGNITION OF BOTH PARENTS' RESPONSIBILITY FOR CHILDREN. FAMILY MEDICAL LEAVE AND DEPENDENT CARE LEAVE ARE BECOMING MORE AVAILABLE AS WORKERS HAVE TO COPE WITH AGING PARENTS AS WELL AS CHILDREN. BOTH PRIVATE PROVIDERS AND COMPANIES OFFER CHILD CARE SERVICES--SOMETIMES AROUND THE CLOCK--TO MEET THE NEEDS OF WORKERS WITH FAMILIES. PUBLIC AND PRIVATE SCHOOLS HAVE ADDED BEFORE- AND AFTER- SCHOOL CARE TO THEIR SERVICES BECAUSE PARENTS HAVE WORK SCHEDULES THAT EXCEED THE NORMAL SCHOOL DAY. PROVISION OF ELDER CARE IS BECOMING MORE AND MORE COMMON. BENEFIT PACKAGES CAN NOW BE CUSTOMIZED TO THE WORKER'S PARTICULAR NEEDS--FROM PREGNANCY AND CHILD CARE CREDITS TO GERIATRIC MEDICINE AND RETIREMENT PLANNING. MORE THAN ANYTHING ELSE, THE ENTRANCE OF GREAT NUMBERS OF WOMEN INTO THE LABOR MARKET HAS FORCED AMERICAN SOCIETY TO ADDRESS JOB AND FAMILY CONCERNS IN RELATION TO EACH OTHER.

IN THEIR GROWING SOPHISTICATION AS WORKERS OUTSIDE THE HOME, WOMEN HAVE PUSHED NOT ONLY EMPLOYERS BUT GOVERNMENT AT ALL LEVELS TO GUARANTEE RIGHTS AND SERVICES THEY NEED FOR EFFECTIVE PARTICIPATION IN THE WORLD OF WORK. THE CIVIL RIGHTS ACT MANDATING AFFIRMATIVE ACTION, THE PREGNANCY DISCRIMINATION ACT OF 1978, THE WOMEN'S EDUCATIONAL EQUITY ACT, THE FAMILY AND MEDICAL LEAVE ACT (WHICH STILL HAS NOT PASSED CONGRESS) AND THE ACT FOR BETTER CHILD CARE (WHICH FINALLY PASSED LAST OCTOBER AFTER THREE YEARS OF STRUGGLING) ARE JUST SOME OF THE INITIATIVES AT THE FEDERAL LEVEL ON BEHALF OF WOMEN WORKERS.

NOT THAT ALL IS ROSY IN THE WORLD OF WORK THESE DAYS EITHER. WOMEN STILL EARN ONLY 66-74c FOR EVERY DOLLAR EARNED BY MEN. WOMEN WITH A HIGH SCHOOL OR COLLEGE EDUCATION STILL EARN LESS THAN MEN WITH A HIGH SCHOOL DIPLOMA OR LESS. THE MOST PREVALENT OCCUPATIONS FOR WOMEN IN 1989 WERE STILL THE TRADITIONAL ONES: SECRETARY, SCHOOL TEACHER, SEMI-SKILLED MACHINE OPERATOR, MANAGER /ADMINISTRATOR, SALES WORKER, BOOKKEEPER/ACCOUNTANT. WOMEN STILL HAVE TO PUT UP WITH THE HUMILIATION OF SEXUAL HARASSMENT AND MALE CONDESCENSION IN THE WORKPLACE. THE GLASS CEILING CONTINUES TO HAMPER UPWARD MOBILITY FOR WOMEN WORKERS. AND WOMEN STILL BEAR THE GREATER RESPONSIBILITY FOR HOMEMAKING AND CHILD CARE, EVEN IN TWO PARENT FAMILIES.

AT THE SAME TIME, THE NATURE OF WORK IN AMERICA AND AROUND THE WORLD IS CHANGING. NO LONGER CAN ONE SIMPLY PUT ON COVERALLS, PICK UP A LUNCHBOX AND GO OFF TO WORK LIKE ROSIE DID. MANUFACTURING JOBS HAVE GIVEN WAY TO SERVICE JOBS--BANKING, HEALTH CARE, COMPUTER SERVICES, HUMAN SERVICES--WHICH REQUIRE DIFFERENT AND HIGHER SKILL LEVELS. HIGH TECHNOLOGY, TELECOMMUNICATIONS AND COMPUTERIZATION ARE CHANGING WORK PROCESSES IN EVERY TYPE OF INDUSTRY AND JOB. COUNTRIES THAT WERE DEVASTATED BY WORLD WAR II AND LATER CONFLICTS--COUNTRIES LIKE GERMANY, JAPAN, KOREA AND FRANCE--ARE NOW GIVING THE U.S. REAL COMPETITION NOT ONLY IN MANUFACTURING CAPABILITY AND LABOR COSTS, BUT IN PRODUCTION OF HIGH QUALITY GOODS WITH EXCELLENT CUSTOMER SERVICE. AMERICAN PRODUCTS ARE LESS IN DEMAND THAN THEY WERE IN THE PAST, THUS LEADING MANUFACTURERS TO CUT PRODUCTION AND JOBS.

IN THIS NEW WORLD OF WORK, THE NEWEST WORKERS--WOMEN,

MINORITIES AND IMMIGRANTS--WILL HAVE TO COPE WITH BOTH PROBLEMS AND OPPORTUNITIES IF THEY ARE TO BE SUCCESSFUL AND PRODUCTIVE.

FOR EXAMPLE, THE NEW WORKER WILL HAVE TO BE FAR BETTER EDUCATED THAT EVER BEFORE. 20 MILLION NEW JOBS WILL BE CREATED BY THE YEAR 2000, BUT THE MAJORITY OF THESE WILL REQUIRE AT LEAST SOME POST-SECONDARY EDUCATION. THE RECENT SCANS REPORT FOR AMERICA 2000, PREPARED BY THE SECRETARY OF LABOR'S COMMISSION ON ACHIEVING NECESSARY SKILLS, CONCLUDED:

* ALL AMERICAN HIGH SCHOOL STUDENTS MUST DEVELOP A NEW SET OF COMPETENCIES AND FOUNDATION SKILLS IF THEY ARE TO ENJOY A PRODUCTIVE, FULL AND SATISFYING LIFE.
* THE QUALITIES OF HIGH PERFORMANCE THAT TODAY CHARACTERIZE OUR MOST COMPETITIVE COMPANIES MUST BECOME THE STANDARD FOR THE VAST MAJORITY OF OUR COMPANIES, LARGE AND SMALL, LOCAL AND GLOBAL.
* THE NATION'S SCHOOLS MUST BE TRANSFORMED INTO HIGH-PERFORMANCE ORGANIZATIONS IN THEIR OWN RIGHT.

(I WOULD NOTE HERE WITH SOME IRONY THAT THIS HIGH LEVEL COMMISSION APPARENTLY DECIDED NOT TO ADDRESS THE NEEDS OF ADULT LEARNERS SUCH AS THOSE WE SERVE IN COMMUNITY COLLEGES. RATHER, THEY CONCENTRATED ONLY ON PREPARING SCHOOL AGE YOUTH FOR THE WORKFORCE.)

THE COMMISSION WENT ON TO IDENTIFY FIVE COMPETENCIES AND A THREE-PART FOUNDATION THAT WOULD CONTRIBUTE TO SOLID JOB PERFORMANCE. THE COMPETENCIES WERE: EFFECTIVE USE OF RESOURCES; INTERPERSONAL SKILLS; EFFECTIVE PROCESSING OF INFORMATION; UNDERSTANDING SOCIAL, ORGANIZATIONAL AND TECHNOLOGICAL SYSTEMS; AND USE OF TECHNOLOGY. THE FOUNDATION ON WHICH THESE COMPETENCIES WERE

TO REST INCLUDED BASIS SKILLS, THINKING SKILLS AND PERSONAL QUALITIES.

THERE IS NO DOUBT THAT BETTER EDUCATION AND TRAINING FOR THE WORKFORCE ARE IMPERATIVE IF THE U.S. IS TO REMAIN COMPETITIVE IN THE GLOBAL MARKETPLACE. RIGHT NOW, AMERICAN CHILDREN DO NOT ACHIEVE ACADEMICALLY AT THE LEVELS OF CHILDREN IN OTHER PARTS OF THE WORLD, AND MANY NEW ADULT ENTRANTS TO THE WORKFORCE--AFRICAN AMERICANS, HISPANICS, WOMEN AND NEW IMMIGRANTS--NEED BASIC SKILLS, INCLUDING ENGLISH LANGUAGE SKILLS, FOR SUCCESSFUL PARTICIPATION IN THE LABOR MARKET. IN ORDER TO CREATE A WORLD-CLASS WORKFORCE, THE UNITED STATES MUST PRIORITIZE EDUCATION--FROM WOMB TO DOOM, AS IT WERE.

THE PROBLEM I SEE HERE STEMS FROM RECENT OCCURRENCES IN CONNECTICUT AND A FEW OTHER STATES WHICH MIGHT BE SIGNALING WHAT IS TO COME ACROSS THE COUNTRY. BECAUSE CONNECTICUT IS IN THE MIDST OF A SEVERE ECONOMIC DOWNTURN AND THE STATE BUDGET HAS AN ENORMOUS DEFICIT THIS YEAR, THE GOVERNOR PROPOSED DEEP CUTS IN STATE SPENDING, INCLUDING EDUCATION AT EVERY LEVEL FROM KINDERGARTEN TO COMMUNITY COLLEGES TO DOCTORAL PROGRAMS. SO, WHILE WE PAY LIPSERVICE TO THE NEED FOR AN EDUCATED WORKFORCE, WE'RE STILL NOT INVESTING IN EDUCATION TO THE LEVEL THAT IS NEEDED. AND, CLEARLY, THE RELATIONSHIP BETWEEN HIGHER EDUCATION AND ECONOMIC DEVELOPMENT IS BEING LARGELY IGNORED.

THE MOST FRIGHTENING ASPECT OF THE CURRENT CUTBACK IN SPENDING FOR EDUCATION IS THAT IT MAY HAVE THE GREATEST IMPACT ON WOMEN AND MINORITIES WHO ARE NOW ENTERING COLLEGE IN HIGHER NUMBERS THAT EVER BEFORE. AT THE VERY MOMENT WHEN THEY NEED POST-SECONDARY EDUCATION

THE MOST, THE COMMUNITY COLLEGE OPEN DOOR THREATENS TO CLOSE IN THEIR FACES. AT THIS JUNCTURE, WE COULD ALSO TAKE NOTE OF THE GROWING DIFFICULTY FAMILIES ARE HAVING IN OBTAINING FINANCIAL AID FOR ANY COLLEGE STUDIES. SO, RATHER THAN BEING AN OPPORTUNITY, EDUCATION FOR THE WORLD OF WORK IS INCREASINGLY BECOMING A PROBLEM.

ANOTHER PROBLEM FOR THE NEW WORKFORCE IS THE CURRENT RECESSION. IT APPEARS THAT, FOR ALL OUR PROJECTIONS ABOUT THE YEAR 2000, NO ONE REALIZED WE WOULD BE FACING SUCH DIFFICULT ECONOMIC TIMES IN THE 90'S. NOR DID WE REALIZE THAT THE COMMUNIST SYSTEM WOULD FALL APART, LEAVING VAST POPULATIONS OF THE WORLD IN GREAT NEED AND, AS A BY-PRODUCT, APPARENTLY ELIMINATING OUR NEED TO MAINTAIN A HIGH DEFENSE CAPABILITY. THESE DEVELOPMENTS PRESENT FANTASTIC OPPORTUNITIES--TO OPEN UP NEW MARKETS FOR OUR PRODUCTS, TO CONCENTRATE ON PEACEFUL ENTERPRISES, TO ACCEPT NEW AND HOPEFULLY PRODUCTIVE PEOPLE INTO OUR SOCIETY. BUT WE DON'T SEEM TO BE CAPITALIZING WELL ON THE SITUATION. IN NEW ENGLAND, THE COLLAPSE OF DEFENSE MANUFACTURING HAS LED TO JOBLESSNESS, DESPAIR AND BASHING OF PEOPLE AND THINGS NOT AMERICAN. COMPANIES HAVE BEEN UNABLE TO RESTRUCTURE AND SHIFT TO NEW PRODUCTS QUICKLY ENOUGH, AND MANY ARE FAILING. THE MOST DISTURBING TREND OF ALL--AND I DON'T BELIEVE IT IS LIMITED ONLY TO THE TROUBLED NORTHEAST--IS A REAL BACKLASH AGAINST MINORITIES AND POOR PEOPLE, THE VERY ONES WE NOTED EARLIER WOULD BE THE MAJORITY OF NEW ENTRANTS INTO THE LABOR MARKET. RATHER THAN INVESTING IN PREPARATION OF THESE PEOPLE FOR THE WORKFORCE, THE EMBATTLED MIDDLE CLASS IS PUSHING THEM EVEN DEEPER INTO POVERTY BY DENYING THE FUNDING NEEDED FOR EDUCATION AND SOCIAL SERVICES. IT SEEMS TO ME THAT THIS SITUATION IS AT THE ROOT

OF FRIGHTENING EVENTS SUCH AS THE RECENT RIOTS IN LOS ANGELES, AND MUST BE ADDRESSED IF WE ARE TO AVOID FURTHER SOCIAL EXPLOSIONS IN THE NEAR FUTURE.

NOW, LET'S GO BACK FOR A MOMENT TO THE ISSUE OF GLOBAL ECONOMIC DEVELOPMENT. IT HAS TAKEN NEARLY 50 YEARS SINCE WORLD WAR II, BUT TODAY MORE AND MORE COUNTRIES AROUND THE WORLD BOTH PRODUCE AND CONSUME PRODUCTS THAT PREVIOUSLY WERE LIMITED TO ONLY THE MOST AFFLUENT SOCIETIES. IN FACT, SOME OF THESE COUNTRIES ARE GIVING THE UNITED STATES--THE PREVIOUS WORLD LEADER IN PRODUCTION AND CONSUMPTION--A RUN FOR ITS MONEY.

THE RESULTING INTERRELATIONSHIP OF COUNTRIES AND ECONOMIES WOULD SEEM TO PRESENT GREAT OPPORTUNITIES FOR NEW MARKETS AND NEW PRODUCTS, YET HERE IN THE UNITED STATES WE CONTINUE TO PURSUE UNPRODUCTIVE AND REACTIONARY ECONOMIC POLICIES. WE INSIST ON "BUYING AMERICAN" RATHER THAN PUSHING OUR MANUFACTURERS TO BE COMPETITIVE IN THE GLOBAL MARKETPLACE BY PRODUCING HIGHER QUALITY GOODS AND PROVIDING BETTER CUSTOMER SERVICE. WE INSIST THAT OTHERS MUST SPEAK ENGLISH TO US AND REFUSE TO LEARN OTHER LANGUAGES SO WE CAN CONDUCT BUSINESS EFFECTIVELY OVERSEAS. WE LAMENT THE DIFFICULTIES AMERICAN WORKERS ARE EXPERIENCING, YET MAKE LITTLE EFFORT TO RETRAIN THEM OR TO DEVELOP NEW AND MORE EFFICIENT APPROACHES TO PRODUCTION. WE REMAIN LOCKED IN OUTDATED LABOR CONTRACTS THAT NO LONGER FIT TODAY'S ECONOMIC REALITIES, AT THE SAME TIME THAT WE LAY OFF WORKERS IN THIS COUNTRY AND SHIP WORK TO OTHER COUNTRIES TO TAKE ADVANTAGE OF LOW LABOR COSTS.

WHAT CAN WE DO TO TURN THESE PROBLEMS BACK INTO OPPORTUNITIES FOR THE NEW WORKFORCE? FIRST OF ALL, WE MUST DEMAND NEW PUBLIC

POLICIES THAT ENCOURAGE INNOVATION IN BUSINESS AND INDUSTRY AND MORE EFFECTIVE PARTICIPATION IN THE GLOBAL MARKET. WE MUST MAKE A NATIONAL COMMITMENT, CLEARLY STATED AND EXECUTED IN PUBLIC POLICIES, TO BEING CONSTRUCTIVELY COMPETITIVE IN THE WORLD MARKET.

SECOND, WE MUST MAKE A NATIONAL COMMITMENT TO FULL AND CONTINUAL EDUCATION FOR ALL OF OUR PEOPLE. THIS COUNTRY CANNOT AFFORD TO HAVE MILLIONS OF PEOPLE LIVING IN POVERTY, DRAINING OUR RESOURCES AND MAKING NO CONTRIBUTION TO OUR COLLECTIVE WELLBEING. NOT CAN WE AFFORD THE GROWING TENSION BETWEEN THE POOR AND THE MIDDLE CLASS WHILE THE VERY RICH STAND APART. EDUCATION IS THE TOOL WE MUST APPLY TO BRING PEOPLE OUT OF POVERTY AND INTO PRODUCTIVE LIVES. AND, WE MUST SET ASIDE ALL OUR TRADITIONAL AND RIGID CONCEPTIONS OF EDUCATION. WE MUST DEVELOP NEW METHODS FOR TEACHING PEOPLE IN NEW TIMEFRAMES AND WITHIN NEW PARTNERSHIPS, AND WE MUST SEE EVERY CITIZEN AS A PERPETUAL STUDENT, AS WELL AS A WORKER.

THIRD, JUST AS WE MUST RESTRUCTURE EDUCATION, WE MUST USE THE CURRENT SITUATION TO REFORM AND RESTRUCTURE AMERICAN BUSINESS AND INDUSTRY. WE MUST PROVIDE THE INCENTIVES FOR DEVELOPING NEW TECHNOLOGIES, NEW PROCESSES AND NEW MARKETS--ALL OF WHICH MUST TRANSCEND NATIONAL BOUNDARIES. AND ALL OF THESE NEW DEVELOPMENTS MUST ALSO BE REFLECTED IN COMMITMENTS BY EMPLOYERS TO THE CONTINUAL TRAINING AND RETRAINING OF THE WORKFORCE. WE MUST ALSO ENCOURAGE SMALL BUSINESS DEVELOPMENT AND PARTNERSHIPS AMONG BUSINESS, INDUSTRY, GOVERNMENT AND THE NON-PROFIT SECTOR. IN THIS EFFORT, THE LOCAL AND STATE LEVELS MAY BE THE MOST IMPORTANT. MORE THAN ANYWHERE ELSE, AT THESE LEVELS POLICIES MUST BE DEVELOPED, PLANNING

CONDUCTED, A PROPER BUSINESS CLIMATE ESTABLISHED AND INCENTIVE FUNDING PROVIDED.

FINALLY, WE MUST SEE THE RELATIONSHIP OF EDUCATION AND SOCIAL SERVICES TO ECONOMIC DEVELOPMENT. THE PERSON WHO HAS NO SKILLS OR LOW SKILLS CANNOT BE PRODUCTIVE IN OUR HIGH TECHNOLOGY GLOBAL SOCIETY. INSTEAD, THAT PERSON WILL BE A CONTINUAL DRAIN ON RESOURCES, WHETHER IT BE THROUGH WELFARE OR CRIME AND INCARCERATION. AND THE COUNTRY WHICH ALLOWS A LARGE SEGMENT OF ITS POPULATION TO REMAIN POOR, UNTRAINED, UNPRODUCTIVE AND IN CONSTANT NEED OF SERVICES CANNOT SUCCEED ECONOMICALLY. WE MUST DESIGN A SYSTEM HERE IN THE U.S. THAT, THROUGH EDUCATION AND THE DELIVERY OF APPROPRIATE SOCIAL SERVICES, BRINGS ALL PEOPLE INTO FULL PARTICIPATION IN THE WORKFORCE AND IN SOCIETY.

I'D LIKE TO CONCLUDE MY REMARKS WITH A FEW OBSERVATIONS ABOUT THE ROLE COMMUNITY COLLEGES SHOULD PLAY IN THE DEVELOPMENT OF A WORLD CLASS WORKFORCE. CURRENT ESTIMATES INDICATE THAT SOME 20 MILLION NEW WORKERS NEED TRAINING TO ENTER THE LABOR MARKET, AND 30 MILLION OF TODAY'S WORKERS NEED RETRAINING. IN THE PAST, EMPLOYERS HAD ASSUMED A GOOD PORTION OF THIS EDUCATIONAL EFFORT. HOWEVER, BECAUSE OF THE RECESSION, WE ARE SEEING MORE EMPLOYERS WHO CONTRACT OUT SUCH TRAINING BECAUSE THEY CANNOT AFFORD TO PROVIDE IT IN-HOUSE. IT SEEMS LIKELY THAT THIS PRACTICE WILL CONTINUE EVEN AFTER THE RECESSION ENDS. COMMUNITY COLLEGES MUST BECOME <u>EVEN MORE</u> INVOLVED IN SUCH EFFORTS; WE HAVE THE RESOURCES AND THE EXPERTISE IN INSTRUCTION OF ALL TYPES, BE IT DEGREE WORK OR SHORT-TERM TRAINING. EVEN MORE THAN IN THE PAST, WE MUST BE THE PRIME MOVERS IN PARTNERSHIPS WITH INDUSTRY, AS WELL AS THE K-12 EDUCATIONAL

SYSTEM AND ORGANIZATIONS SUCH AS LABOR UNIONS, TO TRAIN THE NEW WORKFORCE. IN ORDER TO DO THIS EFFECTIVELY, WE ARE GOING TO HAVE TO RETHINK AND REWRITE OUR MISSION STATEMENTS TO REFLECT OUR UNIQUE

MANDATE OF EDUCATION FOR ECONOMIC DEVELOPMENT. MORE THAN EVER, WE MUST BE THE PROPONENTS OF LIFELONG EDUCATION--BEGINNING WITH EARLY CHILDHOOD AND MOVING THROUGH THE K-12 SYSTEM TO COLLEGE AND BEYOND. WE MUST SET ASIDE OUR TRADITIONAL FOCUS ON TRANSFER PROGRAMS AND VOCATIONAL OR CAREER CERTIFICATES AND ASSOCIATE DEGREES IN FAVOR OF A FAR BROADER ROLE IN THE EDUCATIONAL PROCESS OF EACH INDIVIDUAL'S LIFE. AND, BY THIS I DON'T MEAN WE MUST BE ALL THINGS TO ALL PEOPLE, ESPECIALLY IN LIGHT OF OUR PROBLEMS WITH DIMINISHING RESOURCES. RATHER, I SUGGEST WE IN THE COMMUNITY COLLEGES MUST BECOME CREATIVE BROKERS OF EDUCATION AND TRAINING, IDENTIFYING THE LEARNERS' NEEDS, LOCATING THE PROPER AGENCY--WHICH IS SOMETIMES A COMMUNITY COLLEGE AND SOMETIMES NOT--TO DO THE TEACHING AND, ABOVE ALL, WORKING COLLABORATIVELY WITH COMPANIES, GOVERNMENT AGENCIES AND ORGANIZATIONS TO ACHIEVE OUR ULTIMATE NATIONAL GOAL OF PARTICIPATING EFFECTIVELY IN THE GLOBAL ECONOMY.

WHERE DOES AAWCJC FIT INTO ALL OF THIS? AS THE ONLY NATIONAL ORGANIZATION IN THE COUNTRY DEDICATED TO PROMOTING EXCELLENCE AND EQUITY FOR WOMEN STUDENTS AND WORKERS IN COMMUNITY COLLEGES, WE HAVE A MULTIPLE ROLE. FIRST, WE SERVE AS ADVOCATES FOR A COHERENT PUBLIC POLICY THAT PROMOTES THE EFFECTIVE PARTICIPATION OF WOMEN IN THE NEW WORKFORCE. SECOND, WE ARE THE STAFF OF COMMUNITY COLLEGES--FACULTY, ADMINISTRATORS, CLASSIFIED STAFF AND EVEN TRUSTEES. WE ARE THE FRONTLINE IN DELIVERING QUALITY EDUCATIONAL SERVICES THAT

MEET THE NEEDS OF WOMEN ACROSS THIS COUNTRY. LASTLY, WE ARE WOMEN WORKERS OURSELVES. WE SEEK, THROUGH TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAMS AND THE APPLICATION OF OUR OWN TALENTS AND SKILLS, TO BE FULL PARTICIPANTS IN THIS NEW WORKFORCE.

IT IS EASY TO BECOME DISCOURAGED DURING THE CURRENT RECESSION. COMMUNITY COLLEGES ARE SUFFERING REDUCED BUDGETS AND "DOWNSIZING" JUST LIKE EVERYONE ELSE. ORGANIZATIONS SUCH AS AAWCJC ARE SEEING THE EFFECTS OF THE CURRENT ECONOMIC TURMOIL AS MEMBERSHIP DUES DECLINE AND PEOPLE ARE UNABLE TO TRAVEL TO PROFESSIONAL DEVELOPMENT EVENTS. STILL, THESE CONDITIONS ARE ONLY TEMPORARY AND OUR COMMITMENT TO THE NEW WORKFORCE IS LONG-TERM. WITH WISE PUBLIC POLICIES, CREATIVE EDUCATIONAL VENTURES, AND A BELIEF IN THE ESSENTIAL WORTH OF EACH HUMAN BEING AS A WORKER AND A CITIZEN, WE CAN PREVAIL.

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